2002 School Health Education Profile (SHEP) Lead Health Education Teacher - Overall Results for ESD 113

	ESD 113 n=21	State n=188
Is a health education course required for students in any of grades 6 through 12 in this school? Yes	86%	83%
2 During this school year, have teachers in this school tried to increase student knowledge on each of the following topics in a required health education course in any of grades 6 through 12?		
Alcohol or other drug use prevention Tobacco use prevention	100% 100%	97% 98%
3 During this school year, have teachers in this school asked students to participate in each of the following activities as part of a required health education course in any of grades 6 through 12?		
Identify and analyze advertising in the community designed to influence health behaviors or health risk behaviors Advocate for a health-related issue	50% 24%	61% 41%
Complete homework assignments with family members	71%	69%
4 During this school year, did teachers in this school teach each of the following tobacco use prevention topics in a required health education course for students in any of grades 6 through 12?		
Short- and long-term health consequences of cigarette smoking (such as stained teeth, bad breath, heart disease, and cancer) Benefits of not smoking cigarettes (including long- and short-term health	100%	97%
benefits, social benefits, environmental benefits, and financial benefits)	100%	95%
Risks of cigar or pipe smoking	82%	78%
Short- and long-term health consequences of using smokeless tobacco	100%	91%
Benefits of not using smokeless tobacco	100%	90%
Addictive effects of nicotine in tobacco products	88%	93%
How many young people use tobacco	71%	87%
The number of illnesses and deaths related to tobacco use	82%	88%
Influence of families on tobacco use	71%	85%
Influence of the media on tobacco use	88%	89%
Social or cultural influences on tobacco use How to find valid information or services related to tobacco use cessation	82%	82%
Thow to find valid information of services related to tobacco use cessation	59%	69%

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Making a personal commitment not to use tobacco	29%	57%
How students can influence or support others to prevent tobacco use How students can influence or support others in efforts to guit using	71%	80%
tobacco	88%	78%
How to say no to tobacco use	100%	89%
The health effects of environmental tobacco smoke (ETS) or second-hand smoke	100%	93%
5 During this school year, in which of the following grades was information on tobacco use prevention provided?		
6 th grade	70%	79%
7 th grade	67%	82%
8 th grade	73%	79%
9 th grade	100%	84%
10 th grade	64%	79%
11 th grade	45%	62%
12 th grade	45%	61%
6 Are required tobacco use prevention units or lessons taught in each of the following courses in this school?		
Science	14%	20%
Home economics or family and consumer education	29%	34%
Physical education	29%	30%
Family life education or life skills	20%	35%
Special education	19%	16%
7 During this school year, have any health education staff worked with each of the following groups on health education activities?		
School health services staff (e.g., nurses) School mental health or social services staff (e.g., psychologists,	85%	74%
counselors, and social workers)	50%	69%
Community members	55%	59%
8 During this school year, has this school done each of the following activities?		
Provided families with information on the health education program Met with a parents' organization such as the PTA or PTO to discuss the	81%	76%
health education program	5%	21%
Invited family members to attend a health education class	29%	43%

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9 During the past two years, did you receive staff development (such as workshops, conferences, continuing education, or any other kind of in-service) on tobacco use prevention?		
Yes	15%	37%
10 Would you like to receive staff development on tobacco use prevention? Yes	50%	58%
11 Including this school year, how many years have you been		
teaching health education?		
1 year	5%	9%
2 to 5 years	33%	33%
6 to 9 years	14%	18%
10 to 14 years	14%	13%
15 years or more	33%	27%

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